Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Travel and Tourism

Component 2: Customer needs in travel and tourism

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 3

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

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Component 2: Customer Needs in Travel and Tourism

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Publication code VQ000068

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Pearson-set Assignment for Component 2: Customer Needs in Travel and Tourism Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners may have supervised access to the internet for sourcing audio/visual content and that this is optional and will not affect access to the full range of available marks.	Pages 1, 2 and 3
The wording under Resources needed for each Task has been amended to clarify that learners can access the internet for sourcing audio/visual content.	Pages 5, 6 and 7
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Page 11

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The wording in the *Introduction* section has been amended to five tasks to reflect that Task 3 is divided into Task 3a and Task 3b.	Page 1

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Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and by travel planning to meet customer needs and preferences.

The assignment for this component consists of five tasks.

- In response to Task 1a, learners will consider the different market research methods that could be used by an organisation to identify customer needs.
- In response to Task 1b, learners will use research skills to consider the different market research methods that could be used by an organisation to identify travel and tourism trends and suggest new products and services to meet these trends.
- In response to Task 2, learners will consider how different types of travel and tourism organisations can meet the specific needs of customers.
- In response to Task 3a, learners will develop a travel plan to meet the needs of given customer needs and preferences.
- In response to Task 3b, learners will create an additional information document to provide to given customers.

This will develop research and comprehension skills, critical thinking and a wider understanding of travel and tourism trends and customer needs and preferences.

This assessment will be offered twice a year. The timing of the assessment is approximately 5 hours of monitored preparation. Centres can choose how to split up this monitored preparation, but it is advisable that most of this time is used for research purposes prior to each task and that it takes place before the 6 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment including materials produced during monitored preparation.

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During the formal supervision, learners are allowed to:

- have access to six sides of A4 of prepared notes (for the entire Pearson-set Assignment) to allow them to complete the tasks. These may be handwritten or typed. If word processed, the font size must be 10 point minimum.

Learners can access the internet for sourcing audio/visual content, but **must not** have access to email, or any other resources aside from their permitted notes, unless stated as permitted below.

For Tasks 1b, 2, 3a and 3b, learners are able to bring in notes which will include research to complete the tasks. Any research undertaken or notes made, does not form part of the formal supervision period.

Monitored preparation: Preparation time is provided to allow learners to produce the preparatory materials for use during formally supervised sessions. Monitored preparation consists of up to five hours of monitored research note preparation. Learners may use a computer and access the internet during this time.

Preparation must take place within a classroom environment and must be monitored to ensure independent working and authenticity of any permitted materials produced. All learner notes must be checked prior to the formal supervision.

Preparatory materials cannot include finished written sections for the assessment, prepared in advance of formally supervised sessions.

Learners' notes **must not** include:

- any attempt to interpret, analyse or evaluate the research findings
- any attempt to pre-prepare situational analyses or responses to tasks.

Centres **must** make arrangements to:

- collect learners' notes at the end of monitored preparation period
- check that the notes conform to the guidelines on allowable content
- make the notes available to learners at the start of the formal supervision. If notes are electronic, centres must upload the notes to each learner's machine/restricted secure area prior to the start of the formal supervision session.

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Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 5 hours of monitored preparation and 6 supervised hours to complete.

This is divided into approximately:

- 1 hour of formal supervision to complete Task 1a
- 2 hours of monitored preparation and 1.5 hours of formal supervision to complete Task 1b
- 1 hour of monitored preparation and 1.5 hours of formal supervision to complete Task 2
- 2 hours of monitored preparation and 2 hours of formal supervision to complete Task 3a and Task 3b.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You will have 5 hours of monitored preparation time prior to undertaking Tasks 1b, 2 and 3. Your teacher will tell you when you should complete the monitored preparation and when formal supervision for the tasks will begin.

Based on your preparation, you may produce notes to refer to when completing Tasks 1b, 2 and 3. Your notes may be up to six sides of A4 paper. They must be digital or hard copy and may be handwritten or typed. If word processed, the font size must be 10 point minimum.

Your notes should be in bullet or annotation form and **cannot** include:

- attempts to pre-prepare responses to the tasks
- full paragraphs or extended sentences.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. You must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access such as access to the internet to source audio/visual content. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism
Component number and title	**2:** Customer Needs in Travel and Tourism
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 5 hours of monitored preparation and 6 hours of supervised assessment
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	Have you ever experienced bad customer service? If organisations don't take care of their customers, someone else will. When planning travel and providing information for your customers you must know their needs and preferences.

Scenario for Learning outcome A	A small family-run tour operator offers summer sun self-catering family holidays in Spain. The tour operator sells their holidays through small, independent travel agencies. The tour operator plans to carry out market research to identify customer needs and travel and tourism trends.
Task 1a	**How organisations identify customer needs** You will produce a report that investigates the different market research methods the tour operator could use to identify customer needs. Your report must include: • details of the advantages and disadvantages of the primary and secondary market research methods that the tour operator could use to identify customer needs • recommendations for the most suitable research methods the tour operator could use to identify customer needs.
Learning outcome covered	**A:** Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends

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Checklist of evidence required	Produce **one** of the following:
	• a written report of approximately 1–2 pages of A4 which can include supporting images:
	  ○ sub-headings should be used to structure the report
	• a presentation of approximately 4–6 slides and speaker notes which can include any combination of:
	  ○ text
	  ○ images.

Resources needed	Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 1a.
Number of marks	12 marks

Task 1b	**How organisations identify travel and tourism trends** The tour operator wants to identify which travel and tourism trends offer opportunities for it to expand by developing new products and services. You will use at least **two** sources of secondary market research to identify new products and services for the tour operator. Your report must include: • details of **four** travel and tourism trends from the secondary market research that the tour operator could use to develop its products and services. • **recommendations** for new products and services that the tour operator could develop to meet these trends.
Learning outcome covered	**A:** Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends

Checklist of evidence required	Produce **one** of the following:
	• a written response of approximately 3–5 pages of A4 which can include supporting images
	• a presentation of approximately 6–8 slides, and speaker notes which can include any combination of:
	  ○ text
	  ○ images.
	Your evidence must include a list of sources.

Resources needed	Research notes. Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 1b.
Number of marks	12 marks

Task 2	**How travel and tourism organisations meet customers' needs** Conduct research on **four** different **accommodation providers**. Produce a report that investigates how accommodation providers meet the needs of customers with **mobility needs**. Your report must include: • details of how each of the **four** accommodation providers' products and services meet the needs of customers with mobility needs. • a **judgement** of how mobility needs are met by each of the accommodation providers.
Learning outcome covered	**B:** Recognise how the needs and preferences of travel and tourism customers are met
Checklist of evidence required	Produce one of the following: • a written response of approximately 2–4 pages of A4 which can include supporting images • a presentation of approximately 6–8 slides, and speaker notes which can include any combination of: o text o images.
Resources needed	Research notes. Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 2.
Number of marks	12 marks

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Task 3 Customer Profile	**Meeting the needs and preferences of customers**
	Customer Profile:
	• A group of four friends who:
	  ○ live in North London
	  ○ would like to go to **Paris**
	  ○ do not want to stay in a hotel
	  ○ can stay for at least four nights
	  ○ want cultural attractions and good nightlife
	  ○ can depart on or after 30th August, and must have travelled back by 8th September
	  ○ have a budget of £300 per person, to include transport and accommodation.

Task 3a	You must develop a travel plan (using the template provided) that meets the needs and preferences of the customers detailed in the profile. Your travel plan must include: • travel dates and duration • accommodation details • transport details • breakdown of costs including the total cost • details of how the travel plan meets the customers' needs and preferences.
Task 3b	You must provide additional information (using the template provided) to the customers detailed in the profile. The additional information must include: • suitable activities, excursions, attractions • essential information: entry requirements, health precautions, safety and security, local customs/traditions • details of how the activities, excursions and attractions suggested will meet the needs and preferences of the customers.
Learning outcome covered	**B: Recognise how the needs and preferences of travel and tourism customers are met**
Checklist of evidence required	One travel plan with additional information document.
Resources needed	Research notes. Travel plan and additional information document template. Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.

Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 3a and Task 3b.
Number of marks	24 marks 12 marks allocated to 3a 12 marks allocated to 3b

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Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	All monitored preparation time and formal supervision period must be completed independently by learners. Learners must work independently to select the secondary market research they wish to use in Task 1b, the organisations they wish to use in Task 2, and in their researching for the travel plan in Task 3a and additional information in Task 3b. All research must be completed independently in the monitored preparation time. The assignment will take approximately 5 hours of monitored preparation and 6 supervised hours to complete. This is divided into approximately: • 1 hour of formal supervision to complete Task 1a • 2 hours of monitored preparation and 1.5 hours of formal supervision to complete Task 1b • 1 hour of monitored preparation and 1.5 hours of formal supervision to complete Task 2 • 2 hours of monitored preparation and 2 hours of formal supervision to complete Task 3a and 3b. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. Learners will have **5 hours** of monitored preparation time prior to undertaking **Tasks 1b, 2 and 3a and 3b**. You should inform learners of when they should complete the monitored preparation and when formal supervision for the tasks will begin.

	Based on their preparation, learners may produce notes to refer to when completing **Tasks 1b, 2 and 3a and 3b**. The notes may be up to six sides of A4 paper. They must be digital or hard copy and may be handwritten or typed. If word processed, the font size must be 10 point minimum. Learner notes **must not** include: • pre-prepared answers • paragraphs or extended sentences. Notes must be checked to ensure length and contents meet these limitations. After the assessment is submitted, notes must be retained securely by the centre and may be requested by Pearson if there is suspected malpractice. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.
During the assignment	For the duration of the assignment: • all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity • work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose

	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined
	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision
	Any work learners produce under supervision must be kept securely between sessions and during breaks.
	Designated assessment areas must only be accessible to the learner and to named members of staff.
	Learners can only have access to their work under supervision.
	Only permitted materials such as sourced audio/visual content, can be brought into the supervised assessment and no materials should be removed.
	Learners can have access to the internet for sourcing audio/visual content but not to other resources that might compromise the security of the assessment.

Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment includes one travel plan template. Learners must not be provided with any additional writing frames, prepared formats, templates or other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

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	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: How organisations identify customer needs **Learning outcome A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the information that market research methods could provide for the given organisation. Evidenced through: • a **superficial** account of the advantages and disadvantages of primary and secondary market research methods for providing information on customer needs. **Limited** judgements as to which research methods are the most suitable for the given organisation to use to identify customer needs. Evidenced through: • **simplistic** recommendations and reasoning as to the most suitable market research methods for the organisation.	**Adequate** knowledge and understanding of the information that market research methods could provide for the given organisation. Evidenced through: • a **partially detailed** account of the advantages and disadvantages of primary and secondary market research methods for providing information on customer needs. **Adequate** judgements as to which research methods are the most suitable for the given organisation to use to identify customer needs. Evidenced through: • **partially developed** recommendations and reasoning as to the most suitable market research methods for the organisation.	**Good** knowledge and understanding of the information that market research methods could provide for the given organisation. Evidenced through: • a **mostly detailed** account of the advantages and disadvantages of primary and secondary market research methods for providing information on customer needs. **Good** judgements as to which research methods are the most suitable for the given organisation to use to identify customer needs. Evidenced through: • **mostly developed** recommendations and reasoning as to the most suitable market research methods for the organisation.	**Comprehensive** knowledge and understanding of the information that market research methods could provide for the given organisation. Evidenced through: • a **fully detailed** account of the advantages and disadvantages of primary and secondary market research methods for providing information on customer needs. **Comprehensive** judgements as to which research methods are the most suitable for the given organisation to use to identify customer needs. Evidenced through: • **well-developed** recommendations and reasoning as to the most suitable market research methods for the organisation.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: How organisations identify travel and tourism trends **Learning outcome A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how a given travel and tourism organisation could develop its products and services in response to trends. Evidenced through: • **few** of the required travel and tourism trends are identified and appropriate • a **superficial** account of the travel and tourism trends from the market research that the organisation could use to develop its products and services • **simplistic** recommendations for new products and services that the organisation could develop to meet the trends.	**Adequate** application of knowledge and understanding of how a given travel and tourism organisation could develop its products and services in response to trends. Evidenced through: • **some** of the required travel and tourism trends are identified and appropriate • a **partially detailed** account of the travel and tourism trends from the market research that the organisation could use to develop its products and services • **partially developed** recommendations for new products and services that the organisation could develop to meet the trends.	**Good** application of knowledge and understanding of how a given travel and tourism organisation could develop its products and services in response to trends. Evidenced through: • **most** of the required travel and tourism trends are identified and appropriate • a **mostly detailed** account of the travel and tourism trends from the market research that the organisation could use to develop its products and services • **mostly developed** recommendations for new products and services that the organisation could develop to meet the trends.	**Comprehensive** application of knowledge and understanding of how a given travel and tourism organisation could develop its products and services in response to trends. Evidenced through: • **all** of the required travel and tourism trends are identified and appropriate • a **fully detailed** account of the travel and tourism trends from the market research that the organisation could use to develop its products and services • **well-developed** recommendations for new products and services that the organisation could develop to meet the trends.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: How travel and tourism organisations meet customers' needs **Learning outcome B: Recognise how the needs and preferences of travel and tourism customers are met**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how travel and tourism organisations meet the needs of customers. Evidenced through: • a **superficial** account of the products and services offered by **few** of the required organisations to meet given customer needs. **Limited** judgement as to how well the needs of customers are met by selected travel and tourism organisations. Evidenced through: • **simplistic** justifications as to how well the customer need is met by the selected organisations, **with little supporting evidence**.	**Adequate** application of knowledge and understanding of how travel and tourism organisations meet the needs of customers. Evidenced through: • a **partially detailed** account of the products and services offered by **some** of the required organisations to meet given customer needs. **Adequate** judgement as to how well the needs of customers are met by selected travel and tourism organisations. Evidenced through: • **partially developed** justifications as to how well the customer need is met by the selected organisations, **partially supported** by evidence.	**Good** application of knowledge and understanding of how travel and tourism organisations meet the needs of customers. Evidenced through: • a **mostly detailed** account of the products and services offered by **most** of the required organisations to meet given customer needs. **Good** judgement as to how well the needs of customers are met by selected travel and tourism organisations. Evidenced through: • **mostly developed** justifications as to how well the customer need is met by the selected organisations, **mostly supported** by evidence.	**Comprehensive** application of knowledge and understanding of how travel and tourism organisations meet the needs of customers. Evidenced through: • a **fully detailed** account of the products and services offered by **all** of the required organisations to meet given customer needs. **Comprehensive** judgement as to how well the needs of customers are met by selected travel and tourism organisations. Evidenced through: • **well-developed** justifications as to how well the customer need is met by the selected organisations, **fully supported** by evidence.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: Meeting the needs and preferences of customers **Learning outcome B: Recognise how the needs and preferences of travel and tourism customers are met**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to produce a travel plan for a given destination, to meet the needs and preferences of a given customer. Evidenced through: • a **superficial** travel plan, meeting **few** of the customer needs and preferences • a **simplistic** account of how the travel plan meets the customer's needs and preferences.	**Adequate** application of knowledge and understanding to produce a travel plan for a given destination, to meet the needs and preferences of a given customer. Evidenced through: • a **partially detailed** travel plan, meeting **some** of the customer needs and preferences • a **partially developed** account of how the travel plan meets the customer's needs and preferences.	**Good** application of knowledge and understanding to produce a travel plan for a given destination, to meet the needs and preferences of a given customer. Evidenced through: • a **mostly detailed** travel plan, meeting **most** of the customer needs and preferences • a **mostly developed** account of how the travel plan meets the customer's needs and preferences.	**Comprehensive** application of knowledge and understanding to produce a travel plan for a given destination, to meet the needs and preferences of a given customer. Evidenced through: • a **fully detailed** travel plan, meeting **all** of the customer needs and preferences • a **well-developed** account of how the travel plan meets the customer's needs and preferences.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: Meeting the needs and preferences of customers **Learning outcome B: Recognise how the needs and preferences of travel and tourism customers are met**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to complete an additional information document that supports the travel plan. Evidenced through: • a **superficial** account within the additional information document that contains a **narrow** range of information for the customer • a **simplistic** account of how the additional information document meets the customer's needs and preferences.	**Adequate** application of knowledge and understanding to complete an additional information document that supports the travel plan. Evidenced through: • a **partially detailed** account within the additional information document that contains a **reasonable** range of information for the customer • a **partially developed** account of how the additional information document meets the customer's needs and preferences.	**Good** application of knowledge and understanding to complete an additional information document that supports the travel plan. Evidenced through: • a **mostly detailed** account within the additional information document that contains a **sufficient** range of information for the customer • a **mostly developed** account of how the additional information document meets the customer's needs and preferences.	**Comprehensive** application of knowledge and understanding to complete an additional information document that supports the travel plan. Evidenced through: • a **fully detailed** account within the additional information document that contains a **wide** range of information for the customer • a **fully developed** account of how the additional information document meets the customer's needs and preferences.

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Appendix 1

Task 3a Travel planning to meet customer needs and preferences

Complete the template below, adding extra rows if required. Please note the boxes will expand as you type.

Travel Plan

Destination		
Duration and dates		
Accommodation details		
Transport details		
Date/s	**Departure/arrival point and times**	**Transport operator**
Duration of journey		
Transfer details (if required)		
Cost breakdown		
Accommodation		
Transport		
Additional costs		
Total cost		

How the travel plan meets the customers' needs and preferences	

Task 3b Additional information document to provide to given customers

Activities, excursions and attractions
Essential information: entry requirements, health precautions, safety and security, local customs/traditions
How the activities, excursions and attractions suggested will meet the needs and preferences of the customers

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Registered Office: 80 Strand, London WC2R 0RL.

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Publication code:
VQ000068